

**VOLUNTARY STATE CURRICULUM
FOREIGN LANGUAGE**

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STANDARD 1.1: Engage in conversations in the target language in a culturally appropriate manner in order to provide and obtain information, express feelings and emotions, and exchange opinions.			
A. COMMUNICATION: INTERPERSONAL- CONVERSATION			
<u>BEGINNING</u>	<u>EMERGING</u>	<u>DEVELOPING</u>	<u>ADVANCING</u>
1. INDICATOR: Engage in short conversations about personal interests, including what they do, are doing, and plan to do.	1. INDICATOR: Engage in conversations in the present, past and future on familiar topics about themselves and their community.	1. INDICATOR: Discuss and defend an opinion on selected topics from the personal to the abstract level.	1. INDICATOR: Discuss or debate a wide variety of topics from the personal to the abstract level, hypothesizing, persuading, and negotiating to reach a conclusion.
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
a. Ask and answer simple questions, including biographical information. b. Exchange personal preferences and feelings. c. Express personal needs. d. Ask for repetition and repeat to ensure understanding.	a. Ask and answer a variety of simple questions, giving reasons for their answers. b. Exchange personal preferences and feelings and provide limited explanation. c. Make suggestions in response to personal needs or circumstances. d. Ask for clarification to ensure understanding.	a. Ask and answer a variety of questions that elicit follow-up questions and responses for more information. b. Exchange and defend personal preferences, feelings, and opinions and provide explanation. c. Suggest options for solving problems related to personal needs and needs of others. d. Ask for clarification and suggest alternative words to ensure understanding.	a. Ask and answer a variety of questions that elicit elaboration and substantiation of opinions. b. Exchange and defend personal preferences, feelings, and opinions and provide complete explanation with substantive detail. c. Discuss options and negotiate solutions to problems. d. Ask for clarification and paraphrase to ensure understanding.

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STANDARD 1.2: Understand and interpret the target language in its spoken and written form on a variety of topics.			
A. COMMUNICATION: INTERPRETIVE MODE			
<u>BEGINNING</u>	<u>EMERGING</u>	<u>DEVELOPING</u>	<u>ADVANCING</u>
1. INDICATOR: Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.	1. INDICATOR: Understand spoken and written language on familiar topics that incorporates descriptive vocabulary and expanded structures.	1. INDICATOR: Understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced structures	1. INDICATOR: Understand spoken and written language on a wide variety of topics that incorporates abstract ideas and complex structures.
OBJECTIVES: a. Use prior experiences with the language to understand both spoken and written forms. b. Identify the main idea and some supporting details of daily conversations on familiar topics of selected products from various media. c. Apply information gained through active listening or reading to a different context as described by the interpersonal and presentational mode indicators at the beginning level.	OBJECTIVES: a. Use prediction, connections to prior experiences, context clues, word order, word attack skills, and various reference materials to derive meaning. b. Identify the main idea and some supporting details of selected authentic materials from various media. c. Apply information gained through active listening or reading to a different context as described by the interpersonal and presentational mode indicators at the emerging level.	OBJECTIVES: a. Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning. b. Identify and summarize the main ideas and key supporting ideas of oral and written presentations from various media products and works of literature. c. Apply information gained through active listening or reading to a different context as described by the interpersonal and presentational mode indicators at the developing level.	OBJECTIVES: a. Use a variety of authentic resources, language experiences, and strategies to derive and negotiate meaning more independently. b. Comprehend, analyze, and make inferences about the main idea and supporting ideas of oral presentations and authentic spoken and written materials. c. Apply information gained through active listening or reading to a different context as described by the interpersonal and presentational mode indicators at the advancing level.

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STANDARD 1:3:

Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING

<u>BEGINNING</u>	<u>EMERGING</u>	<u>DEVELOPING</u>	<u>ADVANCING</u>
1. INDICATOR: Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.	1. INDICATOR: Make presentations of moderate length and write simple paragraphs on familiar topics in the present, past and future tenses.	1. INDICATOR: Make presentations and write paragraphs on selected topics from the personal to the abstract level.	1. INDICATOR: Make presentations and write compositions on a wide variety of topics from the personal to the abstract level.
OBJECTIVES:	OBJECTIVES	OBJECTIVES:	OBJECTIVES:
a. Dramatize songs, short poems, skits, or dialog(s). b. Write and deliver short narratives about themselves, their family, or friends. c. Tell or write a simple story. d. Write simple lists, simple sentences, messages, or poems.	a. Dramatize songs, poems, skits, extended dialog(s), and stories. b. Write and deliver short presentations about familiar topics of personal interest. c. Tell or write stories incorporating some description and detail. d. Write short paragraphs, letters, or poems.	a. Dramatize excerpts from authentic music, media, or literature. b. Write and deliver presentations on selected topics. c. Recount a story, orally and in writing, with description and detail. d. Write in a variety of forms for multiple purposes.	a. Dramatize authentic music, media, or literature. b. Research and deliver presentations on a variety of topics. c. Recount a story with substantive detail and description, incorporating sophisticated linguistic structures. d. Write in a variety of forms for multiple purposes, incorporating sophisticated linguistic structures.

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STANDARD 2.1:

Demonstrate knowledge and understanding of another people's way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

A. CULTURE: PRACTICES AND PERSPECTIVES

<u>BEGINNING</u>	<u>EMERGING</u>	<u>DEVELOPING</u>	<u>ADVANCING</u>
1. INDICATOR: Identify and describe cultural practices in the target countries and discuss their importance.	1. INDICATOR: Compare cultural practices within the target countries and contrast them to their own.	1. INDICATOR: Research and explain the relationship between the perspectives and cultural practices of target countries.	1. INDICATOR: Discuss and analyze cultural practices within the political, economic, social, educational, religious, and artistic realms in order to determine their global significance.
OBJECTIVES: a. Observe, identify, and replicate in appropriate contexts patterns of behavior used with family, friends, and acquaintances in everyday situations. b. Describe and participate in school-based cultural activities such as games, songs, and holiday celebrations. c. Identify some common beliefs and attitudes within the cultures studied.	OBJECTIVES: a. Continue the process of identifying and replicating appropriate patterns of behavior and expand upon those patterns by interacting appropriately with others in everyday situations. b. Participate in a wider variety of cultural and social activities common to the target culture. c. Expand knowledge of beliefs and attitudes within the cultures studied and compare them to their own.	OBJECTIVES: a. Interact according to the social and cultural patterns of behavior in real-life situations. b. Expand knowledge of, and participate in, a wider variety of cultural activities in the school and community. c. Refine their understanding of how beliefs and attitudes within the cultures studied are affected by national and international issues.	OBJECTIVES: a. Interact in a culturally appropriate manner in a variety of contexts. b. Examine the role and importance of various events and activities within the cultures studied c. Analyze, evaluate, and explain how beliefs, perspectives, and attitudes influence the target countries' position on global issues.

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d. Identify the historic and/or contemporary influences that underlie selected practices.	d. Expand understanding of the historic and/or contemporary influences that underlie different patterns of behavior and use of language.	d. Explain historic and contemporary influences on cultural patterns of behavior and use of language.	d. Discuss the historic, contemporary, and/or philosophical basis underlying cultural and linguistic patterns of interaction and in selected literary works and the media.
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STANDARD 2.2: Demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs and values of the target culture.			
A. CULTURE: PRODUCTS AND PERSPECTIVES			
<u>BEGINNING</u>	<u>EMERGING</u>	<u>DEVELOPING</u>	<u>ADVANCING</u>
1. INDICATOR: Identify and describe the products within the target culture and discuss their importance.	1. INDICATOR: Compare the products within the target culture and contrast them to those in their own.	1. INDICATOR: Research and explain the relationship between the perspectives and the products of the target countries.	1. INDICATOR: Discuss and analyze the products from the political, economic, social, educational, religious, and fine arts arenas in order to determine their global significance.
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
a. Identify objects and symbols that are used day-to-day and represent the target culture. b. Identify selected contributions, notable figures, and historic events from the target culture. c. Identify some significant historic and contemporary influences from the target culture such as explorers, artists, musicians, and athletes. d. Identify countries, regions, and geographic features where the target language is spoken.	a. Compare objects and symbols from the target culture to those found in their own. b. Compare contributions and historic events from the cultures studied to those of their own. c. Expand knowledge of some historic and contemporary influences from the target culture that impact today's society. d. Explain the impact of the target countries' geography on daily life.	a. Explain the historic background of objects and symbols and how they came to represent aspects of the target culture. b. Explain the role of contributions, notable figures, and historic events of the target culture in today's world. c. Discuss how historic and contemporary influences from the target culture shape people's views of the world and their own attitudes toward issues facing the world. d. Evaluate the target countries' geography with respect to the impact on politics, economics, and history.	a. Discuss and analyze the relationship between objects and symbols of the target culture to the underlying beliefs and values of its people. b. Analyze, discuss and evaluate the effect of the target culture's historic and contemporary events on their own. c. Explain the impact of the target culture's views on what is happening and could happen in the world today. d. Discuss the impact of the target countries' geography on the people's beliefs, perspectives, and attitudes.

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STANDARD 3.1: Reinforce and further knowledge of other disciplines through a language other than English.			
A. CONNNECTIONS: ACROSS DISCIPLINES			
<u>BEGINNING</u>	<u>EMERGING</u>	<u>DEVELOPING</u>	<u>ADVANCING</u>
1. INDICATOR: * Access and apply information and skills from other content areas to extend knowledge and skills in the target language	1. INDICATOR: * Access and apply information and skills from other content areas to extend knowledge and skills in the target language	1. INDICATOR: * Access and apply information and skills from other content areas to extend knowledge and skills in the target language	1. INDICATOR: * Access and apply information and skills from other content areas to extend knowledge and skills in the target language
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
a. Use information and skills from other content areas to build vocabulary and communicate through limited structures in the target language. b. Apply knowledge and skills gained in the target language to make connections to other content areas and personal situations.	a. Use information and skills from other content areas to communicate in the target language incorporating expanded vocabulary and structures. b. Apply knowledge and skills gained in the target language to make connections to other content areas and familiar situations.	a. Use information and skills from other content areas to communicate in the target language incorporating more advanced vocabulary and structures. b. Apply knowledge and skills gained in the target language to make connections to other content areas and real world situations.	a. Use information and skills from other content areas to communicate in the target language incorporating sophisticated vocabulary and structures. b. Apply knowledge and skills gained in the target language to make connections to other content areas and complex real world situations.

*At all stages of language study, students make connections that are appropriate to their cognitive level.

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STANDARD 3.2: Acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.			
A. CONNECTIONS: ADDED PERSPECTIVES			
<u>BEGINNING</u>	<u>EMERGING</u>	<u>DEVELOPING</u>	<u>ADVANCING</u>
1. INDICATOR: * Demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.	1. INDICATOR: * Demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.	1. INDICATOR: * Demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.	1. INDICATOR: * Demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
a. Demonstrate an understanding of perspectives gained from prepared materials to extend knowledge and skills in the target language. b. Apply knowledge of the target culture's perspectives to other content areas or to personal situations	a. Demonstrate an understanding of perspectives gained from selected authentic materials to extend knowledge and skills in the target language. b. Apply knowledge of the target culture's perspectives to other content areas or to familiar situations	a. Demonstrate an understanding of perspectives gained from a variety of authentic materials to extend knowledge and skills in the target language. Apply knowledge of the target culture's perspectives to other content areas or to real world situations	a. Demonstrate an understanding of perspectives gained from a wide variety of authentic sources to extend knowledge and skills in the target language. b. Apply knowledge of the target culture's perspectives to other content areas or to complex real world situations

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STANDARD 4:1: Demonstrate understanding of the nature of language through comparisons of the language studied and their own.			
A. COMPARISONS: LANGUAGE			
<u>BEGINNING</u>	<u>EMERGING</u>	<u>DEVELOPING</u>	<u>ADVANCING</u>
1. INDICATOR:* Gain insight into the nature of their own language by comparing how a different language system expresses meaning and reflects culture	1. INDICATOR:* Gain insight into the nature of their own language by comparing how a different language system expresses meaning and reflects culture.	1. INDICATOR:* Gain insight into the nature of their own language by comparing how a different language system expresses meaning and reflects culture.	1. INDICATOR:* Gain insight into the nature of their own language by comparing how a different language system expresses meaning and reflects culture.
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
a. Compare and apply basic grammatical structures in the target language to English. b. Use the sound-symbol association of the target language and compare it to English.* c. Identify and use cognates, word roots, prefixes, suffixes, and sentence structure to construct meaning in different contexts as described by the interpersonal, interpretive, and presentational indicators at the beginning level.**	a. Compare and apply expanded grammatical structures in the target language to English. b. Refine the use of the sound-symbol association of the target language and compare it to English.* c. Identify and use cognates, word roots, prefixes, suffixes, and sentence structure to construct meaning in different contexts as described by the interpersonal, interpretive, and presentational indicators at the emerging level.**	a. Compare and apply more advanced grammatical structures in the target language to English. b. Refine the use of the sound-symbol association of the target language and compare it to English.* c. Identify and use cognates, word roots, prefixes, suffixes, and sentence structure to construct meaning in different contexts as described by the interpersonal, interpretive, and presentational indicators at the developing level.**	a. Compare and apply complex grammatical structures in the target language to English. b. Refine the use of the sound-symbol association of the target language and compare it to English.* c. Identify and use cognates, word roots, prefixes, suffixes, and sentence structure to construct meaning in different contexts as described by the interpersonal, interpretive, and presentational indicators at the advancing level.**

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<p>d. Compare and use simple concrete idiomatic expressions in order to construct meaning and create language.</p> <p>e. Demonstrate an understanding of cultural characteristics of language, such as levels of politeness, as compared to English.</p>	<p>d. Compare and use more complex idiomatic expressions in order to construct meaning and create language.</p> <p>e. Demonstrate an understanding of cultural characteristics of language such as levels of politeness and formal expressions as compared to English.</p>	<p>d. Compare and use abstract idiomatic expressions in order to construct meaning and create language.</p> <p>e. Demonstrate an understanding of cultural characteristics of language such as levels of politeness, formal expressions, and syntax as compared to English.</p>	<p>d. Identify and use complex abstract idiomatic expressions and words and expressions that have no equivalent in another language in order to construct meaning and create language.</p> <p>e. Demonstrate an understanding of cultural characteristics of language such as levels of politeness, formal expressions, syntax, and informal and formal language as compared to English.</p>
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* May not be appropriate for immersion programs.

** May not apply to certain languages

*At all stages of language study, students make connections that are appropriate to their cognitive level.

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STANDARD 4.2: Demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.			
A. COMPARISONS: CULTURE			
<u>BEGINNING</u>	<u>EMERGING</u>	<u>DEVELOPING</u>	<u>ADVANCING</u>
1. INDICATOR:* Compare the perspectives, practices, and products of people in different cultures.	1. INDICATOR:* Compare the perspectives, practices, and products of people in different cultures.	1. INDICATOR:* Compare the perspectives, practices, and products of people in different cultures.	1. INDICATOR:* Compare the perspectives, practices, and products of people in different cultures.
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
a. Discuss the meaning of selected perspectives, practices, and products in different cultures as compared to their own. b. Describe the concept of culture in common perspectives, practices and products of the target culture as compared to their own.	a. Explain the meaning of a broader range of perspectives, practices, and products in different cultures as compared to their own. b. Explain the concept of culture in common perspectives, practices, and products of the target culture as compared to their own.	a. Analyze the form, meaning, and importance of perspectives, practices, and products in different cultures as compared to their own. b. Analyze the concept of culture in common perspectives, practices, and products of the target culture as compared to their own.	a. Interpret the form, meaning, and importance of perspectives, practices, and products in different cultures as compared to their own. b. Interpret the concept of culture in common perspectives, practices, and products of the target culture as compared to their own.

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STANDARD 5.1: Use the language both within and beyond the school setting.			
A. COMMUNITIES: PRACTICAL APPLICATIONS			
<u>BEGINNING</u>	<u>EMERGING</u>	<u>DEVELOPING</u>	<u>ADVANCING</u>
1. INDICATOR: Use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.	1. INDICATOR: Use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.	1. INDICATOR: Use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.	1. INDICATOR: Use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with limited use of the target language. b. Provide service to their school through such activities as assisting peers with their target language studies.	a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with increased use of the target language. b. Provide service to their school through activities such as tutoring and assisting speakers of other languages.	a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with exclusive use of the target language. b. Provide service to their school through activities such as tutoring, teaching, and assisting speakers of other languages. c. Participate in activities where the ability to communicate in the target language may be beneficial, such as internships, exchange programs, and sister city projects.	a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with more proficient use of the target language. b. Provide service to their school and community through activities such as tutoring, teaching, and assisting speakers of other languages. c. Participate in activities where the ability to communicate in the target language is necessary, such as internships, exchange programs, and sister city projects.

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STANDARD 5.2: Use the language for personal enjoyment and enrichment.			
A. COMMUNITIES: PERSONAL ENRICHMENT			
<u>BEGINNING</u>	<u>EMERGING</u>	<u>DEVELOPING</u>	<u>ADVANCING</u>
1. INDICATOR: Explore opportunities both at home and abroad and have access to a wider variety of resources where they can pursue topics of personal interest.	1. INDICATOR: Explore opportunities both at home and abroad and have access to a wider variety of resources where they can pursue topics of personal interest.	1. INDICATOR: Explore opportunities both at home and abroad and have access to a wider variety of resources where they can pursue topics of personal interest.	1. INDICATOR: Explore opportunities both at home and abroad and have access to a wider variety of resources where they can pursue topics of personal interest.
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
a. Identify opportunities to learn more about languages and cultures through various media. b. Identify careers where skills in another language and/or cross-cultural understanding are needed. c. Identify local groups and communities where the target culture can be experienced.	a. Investigate opportunities to learn more about languages and cultures through various media. b. Investigate careers where skills in another language and/or cross-cultural understanding are needed. c. Make connections with local groups and communities where the target culture can be experienced.	a. Develop an opportunity to learn more about languages and cultures through various media. b. Explore careers where skills in another language and/or cross-cultural understanding are needed. c. Build relationships with local groups and communities where the target culture can be experienced.	a. Participate in opportunities to learn more about languages and cultures through various media. b. Explore a self-selected career where skills in another language and/or cross-cultural understanding are needed. c. Maintain relationships with local groups and communities where the target culture can be experienced.